

**SAN JOSÉ STATE UNIVERSITY  
SCHOOL OF SOCIAL WORK**

**ScWk 212: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I  
(Course Code: 41374, Section 1)**

**Fall, 2009**

**Instructor:** Soma Sen, Ph.D, M.S.W

**Class Meeting Time:** Tuesday 9:00 am-11:45 pm

**Classroom Location:** SH 312

**Office Location:** 217 WSQ

**Office Hours:** T/W 1:00 – 3:00 or by appt.

**Phone:** (408)-924-5851 (+ 24 hr. voice mail)

**Email:** sen@casa.sjsu.edu

**Catalog Description**

Systems theory and the ecological model presented with transcultural perspectives from infancy to the end of adult life cycle. Emphasizes behavior of individuals and families, especially Latino/as, African-Americans, Asian-Americans and other diverse and oppressed populations. Three units.

**Course Description**

ScWk 212, Human Behavior in the Social Environment (HBSE), is a foundation course that proposes various theories to examine human behavior, the life cycle (or life span), in the social environment. The primary theoretical foundation utilized is systems theory, and the ecological model, which views human behavior as an outcome of biological, psychological, familial, social, economic, political and cultural factors.

In ScWk 212, a special focus is given to transcultural perspectives, and to alternative paradigms to human development—from prenatal development to older adulthood and death. The diverse needs of the individual, particularly populations-at-risk, are highlighted, e.g., populations of color; women; gay men, lesbians, bisexuals, and transgender individuals; children, youth, and older adults; people with disabilities. Moreover, social work ethics, values, and commitment are related to issues of social and economic justice (e.g., their impact on the individual and their environment). This course provides a systemic and ecological theoretical linkage to practice content offered in ScWk 220, Transcultural Generalist Practice I, and it prepares students to understand group, organizational, and community behavior covered in ScWk 214 (HBSE II).

**Learning Objectives**

Upon completion of ScWk 212 students will be able to:

1. Understand theoretical foundations used in social work that examine reciprocal relationships between human behavior and social environments including systems theory and the ecological perspective. Program Objectives: M 2.1 (Theoretical frameworks) M 2.4 (Generalist perspective)

2. Demonstrate knowledge of theories related to understanding biological, sociological, cultural, psychological and spiritual development across the life span. Program Objectives: M 2.1 (Theoretical frameworks) M 2.4 (Generalist perspective)
3. Demonstrate understanding of the transcultural perspective including specific theories, frameworks, and empirical literature associated with this perspective. Program Objectives: M 1.1 (Transcultural Perspective)
4. Demonstrate knowledge of multiple systems and the interaction between and among systems including individual, family, and a wide range of social systems. Program Objectives: M 2.1 (Theoretical frameworks) M 2.4 (Generalist perspective)
5. Understand ways that social systems both facilitate and impede health and well-being of individuals and families, particularly in relation to diverse populations (e.g., race, ethnicity, class, immigration status, gender, age, sexual orientation, disability, etc.) including the impact of social, economic and political factors on individual and family well-being. Program Objectives: M 3.1 (Power, privilege, oppression) M 1.2 (Diversity)
6. Discuss and critically analyze how theory applies to practice, including empirical support and utility from a transcultural perspective. Program Objectives: M 2.1 (Theoretical frameworks) M 4.1 (Critical Thinking)
7. Identify and discuss theories related to the adaptation and resilience of individuals and families represented within various social group memberships (e.g., race, ethnicity, class, immigration status, gender, age, sexual orientation, disability, etc.). M 1.2 (Diversity)

#### **IV-E Competencies**

This class covers the following curriculum competencies for the Title IV-E Child Welfare Training Programs:

- 5.1 Student demonstrates understanding of child and youth development, including physical, cognitive, social, and emotional component's and can recognize developmental indicators of abuse or neglect.
- 5.2 Student demonstrates understanding of the primary stages and processes of adult development and family life.
- 5.3 Student demonstrates understanding of the potential effects of poverty, bias, inequity, and other forms of oppression on human behavior and social systems.
- 5.4 Student demonstrates understanding of the influence of culture on human behavior and family dynamics.
- 5.5 Student demonstrates understanding of how the strengths perspective and empowerment approaches can positively influence growth, development, and behavior change.

## COURSE REQUIREMENTS

### Learning Experiences

The course will utilize lectures by the instructor, videos, student presentations, class discussions of readings, critical analysis of major concepts, and inclusion of selected case studies as teaching/learning tools.

### Grading and Evaluation

The values for the course assignments are outlined below. Assignments completed/submitted late will have **at least one point deducted for each week beyond the due dates** described in the next section.

If you cannot attend class on the due date, please make arrangements for it to arrive no later than the close of the School of Social Work office on the due date.

<u>Assignment</u>	<u>Percentage</u>	<u>Points</u>
1. Critical Analysis Paper	15%	15
2. Examination #1	15%	15
3. Examination #2	15%	15
4. Theory Term Paper	30%	30
5. Student Presentation	15%	15
6. Class Participation	<u>10%</u>	<u>10</u>
<b>Total</b>	100%	100 points

Grades are calculated based upon the scale below:

98-100	A+	87-89	B+	77-79	C+	67-69	D+	59 or less	F
93-97	A	83-86	B	73-76	C	63-66	D		
90-92	A-	80-82	B-	70-72	C-	60-62	D-		

### Class Participation

Students will be assessed on the *frequency, quality, and depth* of their participation in class discussions. Students should notify the instructor in advance if they are not able to attend class or if they need to leave class early. To minimize class disruptions please arrive prior to the start of class. As part of class participation, students are expected to critically analyze information that is presented and discussed, bring examples and applications of the concepts being covered, be prepared to discuss the assigned readings, and provide additional insights on issues from their specialized knowledge and expertise. **Just class attendance does not count towards class participation points.**

*All students are required to complete the online tutorial on avoiding plagiarism through the SJSU Library web site. Participation points will be deducted for failing to complete the tutorial by the 7<sup>th</sup> session.* Go to the library page, select “online tutorials, select the plagiarism tutorial, and then complete the student registration form. Complete the tutorial, print out your results, and submit the results to your instructor by or before the deadline.

## **Critical Analysis Paper**

This assignment provides students an opportunity to critically analyze a scholarly article that is relevant to social work. The purpose of the assignment is to allow students to develop and practice skills in critical thinking and understand the role of theory in social work practice and research. Specifically, students will be given about four or five citations of current peer reviewed articles that are related to a social work intervention, theory or model for practice with individuals or families, to choose from. Students will conduct a library search to obtain the article of their choosing, download it and analyze it. The critical analysis paper will include 1) a summary and evaluation of the article using the criteria for analyzing the logic and evaluating reasoning of articles outlined *Critical thinking: Concepts and tools* and 2) a discussion of how the intervention or theory/model relates HBSE readings related to theory and to the transcultural perspective. Additional instructions will be distributed and reviewed in class.

The critical analysis paper is due on October 6 (Session 7). ***The paper should be no more than three to four typed, double-spaced pages with a separate page of references in APA format.***

## **Examinations # 1 & 2:**

Two in-class exams will be given. Both exams will consist of a combination of true/false and multiple-choice questions. Students will have approximately 30 minutes to complete the examinations. Content will be derived from class lectures and readings.

Exam 1: October 20 (Session 9)

Exam 2: November 24 (Session 14)

## **Theory Term Paper:**

The purpose of this assignment is to offer the student an opportunity to demonstrate her/his knowledge base regarding the analysis, integration and application of theories, such as systems theory, the ecological perspective, and other relevant HBSE-related theories. Student will apply at least three (3) HBSE/human development theories in analyzing an individual of the student's choosing. It is also expected that the student weave into the paper concepts discussed in the readings and in class as they relate to the transcultural perspective (e.g., social group membership) and social, economic and political realities of populations at risk. At least one of the theories must address human development.

The student may use herself or himself as the chosen subject for the paper. Other choices are: a parent, relative, a client, or others with whom the student believes they have sufficient knowledge of their developmental history and challenges. If students are using someone other than themselves or their families or significant others as the focus of this assignment then they are strongly urged to include someone who comes from a significantly different background.

The first part of the paper will provide a bio/psycho/social/cultural and ecological perspective discussion of the subject's background (see dimensions of person, environment and time described by Hutchison in Chapter 1 for additional ideas). The second part of the paper will explicitly apply at least three theories (including specific concepts associated with the theories) to your subject.

Some of the dimensions that should be addressed in the background include the following:

- a. Biological factors that may be important such as race, gender, physical and developmental disabilities, or health issues that impacted your subject.
- b. Psychological factors & their impact on the subject.
- c. Important social and environmental influences that affected the subject's development, including social group membership, cultural context, institutions, and communities (i.e., peers, neighborhood, school, religion, political, social and economic institutions).
- d. Family of origin and or created family as a social system important to the subject, including special areas such as: creation of own family, having or not having children, relationships with a significant other, transitions as a part of the life course, aging parents, separation of grown children, separation with partner and/or divorce, aging, illness and death.

This paper should have a balance between the background component and the application/analysis of the theories (i.e., the background should not comprise more than ½ of the paper). This is not a personal journal, but rather a theoretical paper that offers the opportunity to use self or another subject in illustrating HBSE-related theories. Length of paper: 6 to 8 double-spaced pages. Use of assigned readings to illustrate HBSE theories and use of APA format is required.

Due date: December 1st (Session 15).

### **Student In-Class Presentations**

During sessions 4 to 15 students will be scheduled to make a presentation on a topic and theory related to subject matter for the particular class session. The topic may relate to an intervention targeting individuals or families; a current issue related to HBSE such as prenatal care, adoption, or in-home services for older adults; or a discussion of emerging trends and future prospects related to child, adolescent, adult, or family issues. *Each presentation must integrate application of appropriate theory.*

Students are encouraged to present in groups of two or three, with the requirement that each student participate in the presentation process and be prepared to respond to questions. Individual presentations are also acceptable. A sign-up sheet will be distributed to schedule the student presentations. **Group presentations will be approximately 20 minutes with 5 minutes for questions. Individual presentations will be approximately 12 minutes with 3 minutes for questions.** Presentations should be well-organized and professional. Students who would like to arrange for additional time for special activities or illustrations should make arrangements in advance.

The proposed topic should be listed on the sign-up sheet so that others presenting on the same day do not duplicate content areas. Students must sign up and list the topic on the sign up sheet no later than one week prior to their scheduled presentation. **Students who cancel or postpone their scheduled presentations less than one week prior to their scheduled date will be penalized 1 to 2 points from their total score on the assignment.** Students who sign up for the first or second week of presentations will be given **one additional bonus point.**

## **APA Format and Writing Requirements**

All papers must follow current American Psychological Association (APA) format guidelines (5th edition) with the following exceptions: *the use of running heads is optional*. All papers must use standard, 12-point fonts (e.g., Times Roman) and be free of typographical, formatting, spelling, and content errors, as the quality of the writing will be evaluated as part of the grade for all written assignments. Be sure to carefully review and edit all drafts prior to submission. **All ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules.**

## **UNIVERSITY, COLLEGE & DEPARTMENT POLICY INFORMATION**

### **Reasonable Accommodation of Disabilities**

If you need course adaptations or accommodations because of a disability, please e-mail me as soon as possible. Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center (DRC) to establish record of their disability. No matter where students reside, they should contact the SJSU DRC to register. The DRC Web site: <http://www.drc.sjsu.edu/>

### **Academic Integrity**

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University. The policy on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.pdf>

## **TEXTBOOKS AND READING ASSIGNMENTS**

### **Required Textbooks/Reader**

Hutchison, E. D. (2008). *Dimensions of human behavior: Person and environment* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.

Paul, R., & Elder, L. (2006). *The miniature guide to critical thinking: Concepts and tools*. Dillon Beach, CA: Foundation for Critical Thinking.

American Psychological Association. (2009). *Publication manual of the American Psychological Association*.

*Association* (6th ed.). Washington, DC: Author.

Course Reader: See topic outline and assignments for other required readings. The ScWk 212 course reader may be purchased at Maple Press, 481 East San Carlos Street, San Jose, CA, between 10<sup>th</sup> and 11<sup>th</sup> Streets, 408-297-1000.

### **Recommended Reading/Reference**

Payne, M. (Ed.). (2005). *Modern social work theory* (3<sup>rd</sup> ed.). Chicago: Lyceum Books.

Walsh, J. (2006). *Theories for direct social work practice*. Belmont, CA: Thomson Brooks/Cole.

### **TOPIC OUTLINE AND READING ASSIGNMENTS**

**Session 1, August 25<sup>th</sup> :** Course Introduction and Introduction to Key Concepts related to the Study of Human Behavior and the Social Environment (HBSE). Course overview, expectations, schedule and content. Introduction to key assumptions and core concepts related to theory in social work. Overview of concepts related to critical thinking, Brief introduction to cross-cutting themes including transcultural perspective, social group membership, populations-at-risk, social work values and ethics, and promotion of social and economic justice.

#### Assigned Reading:

Paul, R., & Elder, L. (2006). *The miniature guide to critical thinking: Concepts and tools*. Dillon Beach, CA: Foundation for Critical Thinking.

**Session 2, September 1<sup>st</sup> :** Systems Theory and the Ecological Perspective. Overall foundations of systems theory and the ecological perspective; the reciprocal relationship between the person and the environment; and the environmental context of individual and family behavior.

#### Assigned Reading:

Hutchison, E. D. (2008). Aspects of human behavior: Person, environment, time. In E. D. Hutchison (Ed.), *Dimensions of human behavior: Person and environment* (3<sup>rd</sup> ed., pp. 1-36). Thousand Oaks, CA: Sage.

Payne, M. (2005). Systems and ecological model. In *Modern social work theory: A critical introduction* (3<sup>rd</sup> ed. pp. 142-160). Chicago: Lyceum Books.

**Note: Orientation to library: King Library Room 213, from 9:00-10:00 am.**

**Session 3, September 8<sup>th</sup> :** Theoretical Foundations for the Study of Human Behavior and the Social Environment. Toward an increased understanding of systems theory and the ecological perspective. Overview of multiple theoretical perspectives including social constructionist, conflict, psychodynamic, cognitive/behavioral/social learning, humanistic, and developmental perspectives.

#### Assigned Reading:

Hutchison, E. D., & Charlesworth, L. W. (2008). Theoretical perspectives on human behavior. In E. D. Hutchison (Ed.), *Dimensions of human behavior: Person and environment* (3<sup>rd</sup> ed., pp. 37-76). Thousand Oaks, CA: Sage. (Read full chapter including section on “Implications to Social Work Practice”).

**Session 4, September 15<sup>th</sup>:** Transcultural Perspective: Culture and Human Behavior. Introduction to the five core elements of the transcultural perspective and connections to social work theory and practice. The relationship of culture to key domains associated with social work, such as child-rearing, help-seeking, family and partnership relationships, gender roles, or education. Models of cultural competence in social work. Role of social group membership in perceptions about both micro and macro level problems and solutions. Concepts related to power and respectful partnership. Dynamics of biculturation, acculturation and assimilation within social systems. Student presentations.

Assigned Readings:

- Cousins, L. (2003). Culture. In E. D. Hutchison (Ed.), *Dimensions of human behavior: Person and environment* (3<sup>rd</sup> ed., pp. 261-295). Thousand Oaks, CA: Sage.
- Green, J. W. (1999). Race, ethnicity and social services. In *Cultural awareness in the human services: A multi-ethnic approach* (pp. 3-47). Boston: Allyn & Bacon.
- Phinney, J. S. (1996). When we talk about American ethnic groups, what do we mean? *American Psychologist*, 31(9), 918-927.

**Session 5, September 22<sup>nd</sup> : Furlough day. Class Cancelled.**

The Person: Biological Dimensions. The person as a human system; biological dimensions of the individual; socioeconomic status and health; theories related to biology and human behavior; intersections with race, ethnicity, gender, sexual orientation and disabilities; ethics and theory (the case of eugenics).

Assigned Reading:

van Wormer, K. (2007). Biological factors in human behavior. In *Human behavior and the social environment: Micro level* (pp 45-84). New York: Oxford University Press.

In addition, select one of the following three readings for in-class discussion:

- Gilson, S. F. (2008). The biological person. In E. D. Hutchison (Ed.), *Dimensions of human behavior: Person and environment* (3<sup>rd</sup> ed., pp. 79-117). Thousand Oaks, CA: Sage.
- Drassler, W. W., Oths, K. S., Gravlee, C. C. (2005). Race and ethnicity in public health research: Models to explain health disparities. *Annual review of anthropology*, 34, 231-252.
- Block, P., Balcazar, F. E., & Keys, C. B. (2002). Race, poverty and disability: Three strikes and you're out! Or are you? *Social Policy*, 33(1), 34-38.

**Session 6, September 29<sup>th</sup>:** The Person: Psychological Dimensions. The person as a human system; psychological dimensions of the individual; theories of cognition, emotion and construction of self; examination of cognitive, behavior, social learning and other theories with diverse populations. Student presentations.

Assigned Reading:

Walsh, J. (2008). The psychological person: Cognition, emotion and self. In E. D. Hutchison (Ed.), *Dimensions of human behavior: Person and environment* (3<sup>rd</sup> ed., pp. 117-147). Thousand Oaks, CA: Sage.

**Session 7, October 6<sup>th</sup>:** The Person: Social Context and Socialization. The person in relationship; theories of relationships including object relations, feminist and Afrocentric relational theory; person-in-environment interactions in relation to stress, crisis, social support and coping; transcultural perspective in relation to social group membership(s) and cultural, gender, and sexual orientation identity development. Theories related to spirituality and human

behavior. Student presentations.

Assigned Readings:

Walsh, J. (2003). The psychosocial person: Relationships, stress and coping. In E. D. Hutchison (Ed.), *Dimensions of human behavior: Person and environment* (3<sup>rd</sup> ed., pp. 149-181). Thousand Oaks, CA: Sage.

Sheridan, M. J. (2003). The spiritual person: In E. D. Hutchison (Ed.), *Dimensions of human behavior: Person and environment* (3<sup>rd</sup> ed., pp. 183-224). Thousand Oaks, CA: Sage.

**Note: Critical analysis paper and plagiarism tutorial due today.**

**Session 8, October 13<sup>th</sup>:** The Person: Interaction with the Environment. The person in interaction with the physical environment; the impact of the physical environment across the life course; relationship between the physical environment and human behavior; design of physical space in social service and other institutional settings, accessibility of environments and people with disabilities

Assigned Readings:

Hutchison, E. D. (2003). The multiple dimensions of environment. In E. D. Hutchison (Ed.), *Dimensions of human behavior: Person and environment* (3<sup>rd</sup> ed., pp. 225-260). Thousand Oaks, CA: Sage.

**Session 9, October 20<sup>th</sup>:** The Family as a Social Organization and as an Environment of Wellness. Introduction to the family as a system; family structure, function, and tasks; families in interaction with cultural, social, and political contexts; family boundaries and family dysfunction; families from a strengths perspectives; family issues including domestic violence, child abuse/neglect, substance abuse; diversity in family life; cultural norms and values as influenced by race, ethnicity, gender, class, and sexual orientation; feminist critiques. Student presentations.

Assigned Readings:

Vosler, N. R. (2003). Families. In E. D. Hutchison (Ed.), *Dimensions of human behavior: Person and environment* (2<sup>nd</sup> ed., pp. 406-434). Thousand Oaks, CA: Sage.

**Examination #1 will be given during the first 30 minutes of class today.**

**Session 10, October 27<sup>th</sup>:** Overview of Human Development Theories. Theories of individual development including social, economic and political realities as determinants of development; stage-based theory of development; principles of child and adult development; biological, cognitive development and personality development; traditional and alternative theories of development; transcultural frameworks and practices. Student presentations.

Assigned Reading:

Qin, D., & Comstock, D. L. (2005). Traditional models of development: Appreciating context and relationship. In D. Comstock (Ed.), *Diversity and development: Critical contexts that shape our lives and relationships* (pp. 1-23).

Howard-Hamilton, M. F., & Frazier, K. (2005). Identity development and the convergence of race, ethnicity, and gender. Comstock (Ed.), *Diversity and development: Critical contexts that shape our lives and relationships* (pp. 67-90).

**Session 11, November 3<sup>rd</sup>:** Family Transformations: Birth and Childhood. Pregnancy, prenatal development, and childbirth; key concerns in infancy, early and middle childhood development; biological and cognitive development; and special issues including developmental delays, disability, children-at-risk, physical abuse and neglect, sexual abuse; attachment theory. Student presentations.

Assigned Reading:

van Wormer, K. (2007). Birth through adolescence. In *Human behavior and the social environment: Micro level* (pp 121-160). New York: Oxford University Press.

Garcia-Coll, C., Lamberty, G., Jenkins, R., McAdoo, H. P., Crnic, K., Wasik, B. H., Vazquez-Garcia, H. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development*, 65, 1891-1914.

**Session 12, November 10<sup>th</sup>:** Family Transformations: Adolescence. Physical, cognitive and social development in the context of the environment; puberty and sexuality; peer relationships and the family; a transcultural perspective on ethnic, racial, gender identity formation; resiliency theory; sexual orientation and social work values and practices in addressing heterosexism and homophobia. Student presentations.

Assigned Reading:

Smetana, J. G., Campione-Barr, N., & Metzger, A. (2006). Adolescent development in interpersonal and societal contexts. *Annual Review of Psychology*, 57, 255-284.

Also read one of the following three articles for class discussion.

Morrow, D. F. (2004) Social work practice with gay, lesbian, bisexual and transgender adolescents. *Families in Society*, 85 (1), 91-99.

Turner, S. (2000). Recognizing and enhancing resiliency in boys and girls. In E. Norman (Ed.), *Resiliency enhancement: Putting the strengths perspective into social work practice* (pp.29-39). New York: Columbia University Press.

Perez-Koenig, R. (2000). The Unitas extended family circle: Developing resiliency in Hispanic Youngsters. In E. Norman (Ed.), *Resiliency enhancement: Putting the strengths perspective into social work practice* (pp.143-153). New York: Columbia University Press.

**Session 13, November 17<sup>th</sup> :** Family Transformations: Adulthood. Relationships with self and others, partners and significant others; multigenerational concerns; psychological and social functioning; cultural context and identity; behavioral risk factors; theoretical frameworks for understanding the process of change in adults. Student presentations.

Assigned Reading:

Haight, W. L. & Taylor, E. H. (2007). Social work with young adults: Professional development and multicultural education in schools of social work. In *Human behavior for social work practice: A developmental-ecological framework* (pp. 143-167). Chicago: Lyceum Books.

Norcross, J. C., & Prochaska, J. O. (2002). Using the stages of change [Electronic version]. *Harvard Mental Health Letter*, 18(11), p. NA.

**Session 14, November 24<sup>th</sup>:** Older Adulthood and the Elderly Family. The older years, the aging process and theories on aging, physical and mental health, developmental challenges and disabilities, elders-at-risk, ageism, and social aspects of aging.

Melendez, M., Maramaldi, P., & Naleppa, M. J. (2008). Late adulthood. In E. D. Hutchison (Ed.), *Dimensions of human behavior: The changing life course* (3<sup>rd</sup> ed., pp. 369-415). Thousand Oaks, CA: Sage.

**Examination #2 will be given during the first 30 minutes of class today.**

**Session 15, December 1<sup>st</sup>:** The Final Challenge: Death and Dying. Cultural perspectives on death and dying, beliefs, practices, and ritual of letting go. Theories of death the dying. Student presentations. Course wrap-up and evaluation.

Assigned Reading:

Copp, G. (1998). A review of current theories of death and dying. *Journal of Advanced Nursing*, 28(2), 382-390.

Centre for Living with Dying. (n.d.). Grief and mourning. Santa Clara, CA: Author.

**Theory paper due today**

**Session 16, December 8<sup>th</sup>:** Review & Wrap Up

## BIBLIOGRAPHY

### Books (Great general references)

- Anderson, J., & Wiggins-Carter, R. (2003). *Diversity perspectives for social work practice*. Boston, MA: Allyn and Bacon.
- Appleby, G.A., Colon, E., & Hamilton, J. (2007). *Diversity, oppression, and social functioning: Person-in-environment assessment and intervention*. Boston, MA: Allyn and Bacon.
- Gibbs, L., & Gambrill, E. (1999). *Critical thinking for social workers* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Pine Forge Press.
- Miller, J., & Garran, A.M. (2008). *Racism in the united states*. Belmont, CA: Thomson Brooks/Cole.
- Payne, M. (Ed.). (2005). *Modern social work theory* (3<sup>rd</sup> ed.). Chicago: Lyceum Books.
- Prochaska, J.O., & Norcross, J.C. (2007). *Systems of psychotherapy: A transtheoretical analysis*. Belmont, CA: Thomson Brooks/Cole.
- Spiegler, M.D., & Guevremont, D.C. (2003). *Contemporary behavior therapy*. Belmont, CA: Wodsworth/Thomson Learning.
- Walsh, J. (2006). *Theories direct social work practice*. Belmont, CA: Thomson Brook/Cole.
- Wing Sue, D. (2006). *Multicultural social work practice*. Hoboken, NJ: John Wiley & Sons, INC.

### Journal Articles:

- Cohen, B.-Z., & Rabinovitch, R. V. (2005). Outcomes of the decision to terminate drug abuse: An application of rational choice theory. *Journal of Social Work Practice in the Addictions*, 5(4), 47-62.
- Diaz-Cabello, N. (2004). The Hispanic way of dying: Three families, three perspectives, three cultures. *Illness, Crisis & Loss*, 12(3), 239-255.
- Dow, B., & McDonald, J. (2003). Social support or structural change? Social work theory and research on care-giving. *Australian Social Work*, 56(3), 197-208.
- Giunta, N., Chow, J., Scharlach, A. E., & Dal Santo, T. S. (2004). Racial and ethnic differences in family caregiving in California. *Journal of Human Behavior in the Social Environment*, 9(4), 85-109.
- Greene, R. R., Galambos, C., & Youjung, L. (2003). Resilience theory: Theoretical and professional conceptualizations. *Journal of Human Behavior in the Social Environment*, 8(4), 75-91.
- Holloway, M. (2006). Making sense of spirituality: Death the great leveler? Towards a transcultural spirituality of dying and bereavement. *Journal of Clinical Nursing*, 15(7), 833-839.
- Jayaratne, T. E., Ybarra, O., Sheldon, J. P., Brown, T. N., Feldbaum, M., Pfeffer, C. A., et al. (2006). White Americans' genetic lay theories of race differences and sexual orientation: The relationship with prejudice toward Blacks, and Gay Men and Lesbians. *Group Processes & Intergroup Relations*, 9(1), 77-94.
- Koib, P. J. (2004). Theories of aging and social work practice with sensitivity to diversity: Are there useful theories? *Journal of Human Behavior in the Social Environment*, 9(4), 3-24.
- Kondrat, M.K. (1999). Who is the "self" in self-aware: Professional self-awareness from a critical theory perspective. *Social Service Review*, 73(4), 451-475.
- Luptak, M. (2004). Social work and end-of-life care for older people: A historical perspective. *Health & Social Work*, 29(1), 7-15.
- Marsh, J. C. (2005). Social justice: Social work's organizing value. *Social Work*, pp. 293-294.
- Miu Chung, Y., & Yuk-Lin Renita, W. (2005). Rethinking self-awareness in cultural competence: Toward a dialogic self in cross-cultural social work. *Families in Society*, 86(2), 181-188.
- Osmond, J., & O'Connor, I. (2006). Use of theory and research in social work practice: Implications for knowledge-based practice. *Australian Social Work*, 59(1), 5-19
- Tew, J. (2006). Understanding power and powerlessness: Towards a framework for emancipatory practice in social work. *Journal of Social Work*, 6(1), 33-51.

# San José State University

## Social Work Programs Evaluation and Grading Criteria

Instructors in the Social Work program promote and evaluate critical thinking<sup>1</sup> and communication<sup>2</sup> skills to help students achieve academic and professional excellence. These skills encompass one's ability to organize ideas, reason concretely and abstractly, and apply objective and subjective reasoning to ideas, situations, and theories.

One method to evaluate students' critical thinking and communication skills is via written assignments. The Publication Manual of the American Psychological Association (APA; 5<sup>th</sup> ed.) is a format guide widely used in many social work assignments. However, alternate formats may be expected for writing assignments such as, but not limited to, process recordings, case or progress notes, court reports, and biopsychosocial and family assessments. Please refer to your course syllabus for guidance on APA assignment requirements. If you need writing or editing assistance, please consult with your instructor.

Grades are calculated based upon the scale below:

98-100	A+	87-89	B+	77-79	C+	67-69	D+	59 or less	F
93-97	A	83-86	B	73-76	C	63-66	D		
90-92	A-	80-82	B-	70-72	C-	60-62	D-		

Plagiarism<sup>3</sup> is unacceptable. It may be monitored by your instructor with commercial plagiarism detection services.<sup>4</sup> Cheating is also unacceptable.<sup>5</sup> Any student who plagiarizes or cheats will be dealt with according to San José State University policies and procedures, which may include expulsion from the university.

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<sup>1</sup> Critical thinking is the use of intellectual skills that address relevance, accuracy, clarity, depth, and breadth of ideas, situations, and theories. It enables one to self-assess mindfully her or his understanding and thought processes; it includes analyzing an issue or situation, its context, and its elements from multiple perspectives; and, it generates self-improvement as one becomes sophisticated in theorizing, conceptualizing, and communicating.

<sup>2</sup> Communication is fundamental to social work and occurs in written, oral, and nonverbal forms. All communications, including case notes, reports, and proposals, should be clear and cohesive. Effective communication is essential to effective and efficient social work practice on micro, mezzo, and macro levels.

<sup>3</sup> According to SJSU Academic Senate policy F88-10, “. . . plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to, 1.2.1. The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work” ([http://www.cob.sjsu.edu/FACSTAFF/KWAN\\_S/conduct.htm](http://www.cob.sjsu.edu/FACSTAFF/KWAN_S/conduct.htm)).

<sup>4</sup> See Academic Senate policy on plagiarism detection (<http://www.sjsu.edu/senate/S02-4.htm>)

<sup>5</sup> At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to: Copying in part or in whole, from another's test or other evaluation instrument; submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy; submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy; altering or interfering with grading or grading instructions; sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

## **SJSU Campus Emergency Procedures**

### **FIRES EARTHQUAKES AND OTHER DISASTERS**

- Call 911 or use a blue light telephone to summon University Police assistance for all campus police, fire or medical emergencies. Give your name, the nature of the emergency and your specific location. Stay on the line until the University Police Dispatcher tells you to hang up.
- Use extinguishers for minor fires. If a fire appears uncontrollable, close all room doors to confine the fire and evacuate the area or building.
- Remain calm during an earthquake. “Duck and cover” under a desk or table or stand in a doorway or against an interior wall. Move away from exterior wall windows, overhead lights, etc. Wait at least two minutes after shaking stops before leaving a building. Move to a clear area well away from structures or overhead hazards such as trees or power lines.
- Help disabled persons evacuate the building. Follow instructions of Building Emergency Team members and University Police.
- Tune to radio station KSJS 90.7 FM for campus information.

### **MEDICAL EMERGENCIES**

- Call 911. Give your name, the nature of the emergency and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.)
- Assist the victim until help arrives. If you or someone in the area is trained in CPR perform CPR or Rescue Breathing if necessary. Stop the bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. Do not leave victims unattended.
- For first aid, report in person to the Student Health Center weekdays from 8:00 am - 5:00 pm or call University Police at 924-2222.

### **EVACUATION PROCEDURES**

- Leave by the nearest safe exit when you hear the building emergency alarm (fire alarm) or if you are told to do so by University Police or a Building Emergency Team member.
- Take keys, books, wallets or billfolds, prescription medicines and important personal belongings with you in case this building cannot be reentered immediately. Move at least 150 feet away from all structures.
- Use the stairs. Do not use elevators — in case of fire or earthquake many elevators stop in place and you may be trapped.
- Reenter a building only when University Police or Building Emergency Team members tell you that it is safe to do so.

### **POLICE - FIRE - MEDICAL EMERGENCY**

**DIAL 9 – 1 – 1**

For further information visit the University Police Web site at: <http://www.sjsu.edu/police/>